

Citizenship Curriculum INTENT

The Citizenship curriculum at Nethergate Academy intends to enable pupils to become an active member of their school and wider community, learn how to keep themselves healthy, understand the views and feelings of others, make an informed choice about their own health, develop self-confidence and their sense of social justice and moral responsibility. It intends pupils to learn about themselves as developing individuals and as members of their communities. Pupils will be given opportunities to show that they can take responsibility for themselves and their environment by developing skills and knowledge needed to make sound financial decisions whilst fostering an awareness and understanding of democracy and government. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. They will be able to self regulate their feelings and emotions through the use of The Zones of Regulation Framework. Pupils will take an active part in their school and community and learn important social skills such as how to share, turntaking, play, helping others, resolve simple arguments and resist bullying.

Our Citizenship curriculum is influenced by the United Kingdom's government and political system with pupils learning about the law and justice system, how laws are enforced, money management and planning for the future. We want our pupils to build resilient, confident social interactions through a wide range of experiences in school and the wider community with opportunities to access the wider community. This will allow them to embed important social skills such as how to share, turntaking, play, helping others, resolve simple arguments and resist bullying.

Long Term Plan for Citizenship

	Engage	Develop	Express and Innovate
Communication	<p>Pupils will communicate using their preferred method of communication (AAC, makaton signs and symbols, gestures all to be used) to experience their immediate environment. e.g. the use of now/next boards, visual timetables, communication boards etc to follow routines and express preferences. They will take part in simple discussions with one other person.</p>	<p>Pupils will share their own opinions and views using their preferred method of communication. They will recognise behaviours which are right and wrong and collectively build a class charter to embed positive behaviour in school. Pupils will develop relationships with their peers through work and play activities. They will recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p>	<p>Pupils will use a deeper level of explanation with subject specific vocabulary to communicate their extending and deepening understanding of issues which are faced in the wider world. e.g. global concern 'where our food comes from'. They will be able to understand why rules and laws are made and how they are enforced. They will acquire a sound knowledge of how the United Kingdom is governed and how citizens participate in democratic systems. This includes looking at voting and elections and operations of parliament. Pupils will understand the importance of our monarch in the United Kingdom and in the wider world.</p>
Independence	<p>Pupils will explore concrete resources, pictures and activities when looking at the human lifecycle. e.g. identify the different stages of life such as baby, child, adult. Pupils will learn how to keep themselves clean and the importance of washing their hands. They will also be able to identify personal attributes and recognise what they are good at.</p>	<p>Pupils will develop their understanding of personal hygiene and the importance of looking after our bodies. They will be able to explain their morning routine and answer questions about personal hygiene. They will identify the obvious differences in how the body changes through life and how puberty affects them. Pupils will be able to think of realistic goals for the future e.g. what job they might like/ what their house may look like etc.</p>	<p>Pupils will understand that money comes from different sources and can be used for different purposes. Look at different sources of revenue and why it is important to have money. Understand the importance of budgeting skills and why they need to save for the future. They will acquire skills needed to plan for future financial needs. They will make real life choices such as how to save and spend money sensibly. Pupils will understand how their body changes during puberty. They will be able to recognise how people's emotions change as they approach puberty and how to deal with their feelings towards themselves, their family and others in a positive way. Pupils will recognise their individual worth by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. Pupils will participate in the school's decision-making process e.g. school council, voting. Pupils will participate in volunteering opportunities and other responsible activities.</p>

<p style="text-align: center;">Safety</p>	<p>Pupils will agree and follow rules and routines in class and around school. These will be reinforced with makaton signs and symbols and clear expectations are made clear to all. e.g. visual timetables. They will understand how rules help them. Pupils will develop their knowledge of basic road safety. Pupils will learn about stranger danger and who they can ask for help.</p>	<p>Pupils will follow rules and routines in class and around school. These will be reinforced with makaton signs and symbols and clear expectations are made clear to all. Pupils will develop their knowledge of basic road safety. They will be given the opportunity to access the local community and reinforce awareness of being safe in public. Pupils will learn about stranger danger and who they can ask for help. Pupils will understand what a medicine is and how they take medicine safely. They will be aware of who can give them medicine.</p>	<p>Pupils will learn and demonstrate appropriate behaviours both in their immediate and wider environment. They will be able to make appropriate choices and provided with the opportunity to demonstrate their appropriate behaviours in the local community. They will identify who, or where they can access help and support in school and the wider world. Pupils will understand the terms anti-social behaviour and aggressive behaviour. They will understand the consequences of any negative choices such as bullying or racism. Pupils will explore issues surrounding drugs and substance misuse including medical and psychological effects of the body.</p>
<p style="text-align: center;">Wellbeing</p>	<p>Pupils will make simple choices to improve their health and wellbeing. They will identify which foods are healthy or unhealthy. They will experience different healthy foods and try new tastes. Pupils will be able to name the main parts of their body and point to them when prompted. e.g. singing songs, simon says. They will build relationships through work and play. E.g. sharing equipment with others.</p>	<p>Pupils will recognise their individual worth by identifying positive things about themselves. e.g. achievements. They will acknowledge mistakes and set personal goals. Pupils will recognise how to deal with their feelings in a positive way. They will recognise that their actions affect others. Pupils will understand what is classed as bullying. They will realise the consequences of bullying and racism on individuals and the community. Pupils will learn the benefits of exercise and healthy eating.</p>	<p>Pupils will be taught that they need to care about other people's feelings and sometimes they need to try and see things from other people's point of view. Pupils will learn that differences and similarities are based on a number of factors such as culture, ethnicity, race, religion, gender and disability. Pupils will become aware of the different types of relationship e.g. marriage, friends, family and develop skills to have an effective relationship. Pupils will become aware of the consequences of bullying, racism and aggressive behaviours. They will develop skills to learn how to respond to bullying and how to ask for help. They will recognise and challenge stereotypes.</p>

In **Citizenship**, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Informal	Semi-Formal	Formal
<p>Pupils will learn about themselves and build on own experiences and early learning goals for personal, social and emotional development. They will learn how to keep themselves healthy and safe. Pupils will become aware of others' feelings and the views of other children and older people. They will also learn social skills e.g. sharing, turntaking, play, helping others, resolving conflict and resisting bullying.</p>	<p>Pupils will become more mature, independent and self-confident. They will learn about local communities and the wider world. They will take part in school and community activities. Pupils will understand that their choices can affect others and show confidence in making their own informed choices about their health and environment; take more responsibility for their own learning; and resist bullying.</p>	<p>Pupils will develop their understanding of democracy, government and the rights and responsibilities of citizens. They will have the knowledge to understand how the UK is governed and understand the role of the law and justice system. Pupils will show an interest in volunteering opportunities and equip themselves with skills to allow critical thinking and enable them to manage money and plan for future needs. They will be confident in presenting appropriate behaviours in the wider world and aware of consequences of any negative behaviours.</p>